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ABSTRACT

This book contains articles from Europe and North America that focus on writing instruction in Danish, French, Italian, German, and English as foreign or second languages at all levels of instruction. The aim of this volume is mainly to encourage an understanding of an expanded function of writing in the field of language education, in theoretical terms, and within the framework of classroom practice. The book's structure (history and theories, people, spaces, modes of learning) suggests a conceptual understanding of language education that underlines the interactive character of teaching and learning. Writing is understood here not only as a tool for recording knowledge but also as a means of developing it. Viewed this way, writing reaches beyond the realm of the foreign language, connecting the learners native language expertise with the other languages to be studied. Language is considered a social phenomenon, and the focus is to reveal the potential uses of writing for learning across the curriculum. Topics discussed include: process versus product writing; the usefulness of writing in second language learning and instruction; the amount of vocabulary and grammar required to begin the writing process; learning change through writing; the effects of writing on the student-teacher relationship; and the uses of the Internet in writing and language education. Extensive references and author and subject indexes are included. (KFT)

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